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| **Grade:** | | **Course:** | | | | | **Unit: 1** | |
| **Common Core/Essential**  **Standard #:**  **RI.6.1, RL.6.7, W.6.3, SL.6.1, SL.6.1(a), SL6.1(b), L.6.1, L.6.1(a), L.6.1(b)** | | **Description:**  **Students explore the theme of growing up with story selections from literature and poetry** | | | | | **Instructional Days:**  **6 weeks** | |
| **Learning Targets:**   * **Establish a plan for locating credible and reliable information when conducting research.** * **Research the relationship between authors’**   **lives and what they write about through**  **reading author biographies, autobiographies,**  **letters, and interviews; present findings to**  **the class.**   * **Prepare for class discussions by taking notes on specific elements of texts read.** * **Demonstrate understanding of texts by interpreting significant scenes for classmates.** | | | | **Recommended Resources:**  **Nonfiction:**  **Boy: Tales of Childhood by Roald Dahl**  **Fiction:**  **Adventures of Tom Sawyer by Mark Twain (AIG)**  **Journey by Patricia Maclachlan**  **Phillip Hall Likes Me by Bette Greene**  **The Cay by Theodore Taylor**  **The Great Gilly Hopkins by Katherine Paterson**  **Touching Spirit Bear by Ben Mikaelsen**  **Tuck Everlasting by Natalie Babbitt**  **Poetry:**  **“A Birthday” by Christina Rossetti**  **Alligator Pie by Dennis Lee**  **“A Blade of Grass” by Brian Patten**  **“Past, Present, Future” by Emily Bronte**  **“Sarah Sylvia Cynthia Stout Would Not Take the Garbage Out” by Shel Silverstein** | | | | |
| **Essential Terminology:**  **character development**  **character traits**  **elements of setting: place, time, environment**  **interviews**  **internal responses**  **external behaviors** | | | | **Online (only links specific to this standard):**  [**www.poets.org**](http://www.poets.org)  [**www.gigglepoetry.com**](http://www.gigglepoetry.com) | | | | |
| **Essential Readings:**  **Stories:**  **“Celebrating the Quinceanera” by Mara Rockliff p. 212 in Holt**  **“Eleven” by Sandra Cisneros in Holt Elements of Literature on p. 574**  **“The Stone” by Lloyd Alexander in Holt Elements of Literature on p. 31** | | | | | | | | |
| **Essential Question:**  **What distinguishes childhood from adulthood?** | | | | | | | | |
| **Activating Strategy:** What does the phrase “I won’t grow up” mean to you? You may watch the “I Won’t Grow Up” scene on YouTube from *Peter Pan.*  Write your response in your journal and let a partner read it before discussing it in class. **RL.6.7** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Literature Response and Class Discussion**  **Take notes about the following in your journal before sharing with a classmate—**   * **Setting—discuss time, place, and environment with a classmate citing examples from student journal—create a three-column chart (or as a table on the computer) to help organize student notes (RL.6.1, RL.6.3)** * **List of characters and their traits—create a character map of one of the characters and use these as a compare and contrast of similarities and differences in how characters develop over the course of a story. How do we learn from the behavior of literary characters (RL.6.1, RL.6.3)** * **The character’s internal responses and external behaviors to events in the story** * **The events that lead up to climax, and, ultimately, the character’s development** * **Talk through ideas with a partner prior to class discussion citing notes from student journal (RL.6.1)**   **Writing**  **How is listening to an audiotape or audiobook similar to and different from reading the book? Which do you prefer? Why? Write an argument to support your preference in your journal. Discuss at least three reasons for your preference, citing evidence from the text. (RL.6.7, W.6.1, L.6.1a,b, L.6.2a,b)**  **Dramatization/Fluency**  **Choose a scene from one of the books that you find humorous or touched you in some way. Present it as a dramatic reading with classmates. Record it using a video camera to compare the difference in impact between seeing and hearing the words. (SL.6.6)**  **Informative/Explanatory Writing**  **What did you learn about the authors from the biographies, autobiographies, letters, or interviews that you didn’t know before? How much of the author’s experience do you “see” in the text after learning more about him/her?**  **Establish a plan for locating credible and reliable information. The essay should include three to four supporting details. Edit for pronouns, punctuation, and spelling. (RI.6.1, L.6.1a, b, L.6.2a,b)**  **Poetry Response**  **How is the treatment of growing up similar and different in the poems and the prose we’ve read? Write your ideas in your journal prior to class discussion.**  **Word Study**  **Keep a file of words studied while reading story selections. Sort by prefix, suffix, root words, meaning , spelling, etc. Can you find the root of words? How do prefixes and suffixes affect the part of speech and spelling? This should continue throughout the school year. (L.6.41,b)**  **Informative/Explanatory Writing**  **Eternal youth is a theme in Tuck Everlasting. Would you like to remain young forever? Why or why not? Cite specific passages or events from the novel for support. Write an informative/explanatory essay in response to the essential question (What distinguishes childhood from adulthood?) Choose at least three things learned from a character or an author. Essay can be uploaded to a classroom blog or wiki. Be prepared to make an audio recording of your essay and upload it as a podcast for the unit. (w.6.9a,b, W.6.4, L.6.1a,b,L.6.2a,b)**  **Grammar and Usage**  **Teach mini-lessons on standards such as use of relative pronouns and adverbs. (L.6.1a)**  **Vocabulary/Word Wall**  **Create a Vocabulary Word Wall bulletin board throughout the year. Add to and sort words as you learn them in each unit of study. (L.6.4)**  **Writing Essays**  [http://www.collinsed.com/PDFs/225-B\_TOC preview.pdf](http://www.collinsed.com/PDFs/225-B_TOC%20%20preview.pdf)  **Additional Resources**  **Literary Elements Map (ReadWriteThink) (RL.6.3)**  **Lights, Camera, Action: Interviewing a Book Character (ReadWriteThink) (RL.6.3)**  **Improve Comprehension: A Word Game Using Root Words and Affixes (ReadWriteThink) (RL.7.4,RI.7.4)**  **You Can’t Spell the Word Prefix Without a Prefix (ReadWriteThink) (RL7.4, RI7.4)**  **Roald Dahl Was Born On This Day in 1916 (ReadWriteThink) (RL.6.7)** | | | | | | | | |
| **Literacy Component:** Reading   * **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * **RL.6.7:** Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | Writing  **SL.6.6**  How is the treatment of growing up similar and different in the poems and prose that were read? Write your ideas in a journal or in a Microsoft document and submit via Edmodo. | | | | Listening & Speaking  **SL.6.6**  Choose a scene from one of the stories that you find humorous or touched you in some way. Work with a classmate and present the scene as a dramatic reading. | | | Language  **L.61a**  Explain relative pronouns and adverbs. Practice using a cloze activity. Ex: I told you about the dog \_\_\_\_\_\_\_ (who, whose, whom, which, that) lives next door. The stars were shinning \_\_\_\_\_\_\_\_\_\_ (brightly, bright) in the night sky. Select a piece of your own writing, circle the relative pronouns and adverbs, checking to see that the correct words were used. |
| **Summarizing Strategy:**  **Use Cornell note-taking strategy, GIST, plot diagram/story mapping, problem-solution chart, or etc. to summarize nonfiction articles and short stories.** | | | | | | | | |
| **Support for Differentiation:**  ELL  **Create a word map of the narrator by surrounding the word “Rachel” with words that describe her for “Eleven” by Sandra Cisneros. Do this with any character in any chosen story selections to develop character traits. Encourage students for form pictures in their minds about what is happening next to characters to assist in understanding. Visualize settings to make “movies” in their heads.** | | | EC  Model the skill of making inferences. Encourage students as they read to ask themselves: “How can I relate this clue in the story to my own experience?” | | | AIG  Explain that vignettes are brief sketches or portraits that focus on one person or one day or even one moment in the life of a character. | | |

Sample Formative Assessment (aligned to Learning Target):

Pre/Post Tests on Study Island Skills

ClassScape Objectives

Quarterly Benchmark